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ABSTRACT

This guide to the series of seven, thirty-minute, color, television programs developed for the middle grades deals with the topics of urbanization, culture clash, mobility, nationalism, morality, ideology, and privacy. The films are designed around the inquiry/discovery approach and utilize introductory, simulated situations followed by three specific case studies. Three major purposes of the series are to acquaint children with the importance of news and news broadcasts; to promote a realization of the world-wide concatenation of events and people; and to show the unifying nature of a concept and its availability to any grade or level. The guide deals with each film separately, giving specific suggestions on presentation, such as the timing of a film showing, pre-showing preparation on vocabulary, discussion questions, charts to aid in relating and conceptualizing facts, and reference sources or related avenues of study for the teacher. The tapes are available in New York from the Bureau of Mass Communications, State Education Department, Albany, New York 12224; nationwide marketing of 16mm soundfilm is handled by Xerox Films, Connecticut. (JH)

PERSPECTIVES IN SOCIAL STUDIES

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PERSPECTIVES IN SOCIAL STUDIES

A series of seven television programs
for the middle and secondary school levels.

Produced by

American Broadcasting Company
in cooperation with
The New York State Education Department

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Mass Communications
Albany, New York 12224

THE UNIVERSITY OF THE STATE OF NEW YORK

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48702

Each program is 30 minutes in length. The series was produced in color but is also available in black and white.

Color formats:

Quadruplex

U-Matic Video Cassettes

Black and White formats:

1" & 2" Ampex

½" EIAJ-I

FOREWORD

PERSPECTIVES IN SOCIAL STUDIES was developed by the State Education Department and the American Broadcasting Company. The programs are designed around the inquiry/discovery approach which involve students and teachers in an examination of seven significant concepts: urbanization, culture clash, mobility, nationalism, morality, ideology and privacy.

PERSPECTIVES IN SOCIAL STUDIES is available at no cost to closed circuit and 2500 megahertz (ITFS) television installations and CATV systems serving the schools of New York State.

The series is also available for duplication onto slant track video tape and U-matic video cassettes. Information on this latter availability may be obtained from the Bureau of Mass Communications, State Education Department.

The programs were designed with and content was developed under the supervision of Donald Bragaw, chief, bureau of social studies education. Sections of the teacher guide were written by Mr. Bragaw, Jacob I. Hotchkiss, associate in social studies education; and Owen Colfer, a teacher at the Westmere School, Guilderland, New York, respectively. The guide was prepared for publication by William Hetzer, associate in educational television.

Bernarr Cooper
Chief
Bureau of Mass Communications

Table of Contents

	Page
Foreword	v
Table of Contents	vii
The Approach	1
Methodological Orientation	3
1. The City: Who Needs It? (Urbanization)	5
2. The Right To Be Different (Culture Clash)	15
3. A Special Kind of Pride (Nationalism)	23
4. On The Move (Mobility)	29
5. A Matter of Choice (Morality)	35
6. What You Believe (Ideology)	43
7. All About Privacy (Privacy)	53

The Approach

The aim of this series of news programs designed specifically for the middle school range of learning is three-fold in nature. First, it is, of course, most fundamental that children of all ages become aware of the importance of news and news broadcasts as a communicating medium which can have important effects upon their life. This news awareness should not, of course, begin in the middle grades but receive its initial impetus from the earliest stages of the schooling process. Second, we are concerned about the learning process itself in attempting to develop through this program the idea that any item of news is not an isolated piece of data, or distant necessarily from the child's realm of experience. Events, regardless of where they occur, more often than not have relation to other people, other ideas, other relationships across not only the globe but across the span of historical time. Additionally, it should also become somewhat obvious that people are similar the world over, and people may be frequently united by an idea or concept rather than by direct relationships. The third purpose of this program is to show the unifying nature of a concept, and that conceptual learning is of a developmental nature (K-12) rather than isolated to one part of the school curriculum or to any one level or grade. Concepts, then, do have a developmental quality that can be broadened and deepened through experiences of a direct or vicarious nature. To broaden and deepen a child's conceptual realization of such an idea as urbanization is to assist the child to add data and images to his memory bank and recall system which will contribute over time into more meaningful relationships. We are suggesting, then, that this video tape will

contribute to the overall understanding of urbanization which students will be helped to develop rather than to suggest that this is an <u>end</u> experience. This caution is a very real one and needs to be observed strictly: This is not a <u>final</u> experience, nor is it intended to be.

Methodological Orientation

The methodological orientations to this video tape series are carried out through two basic approaches, both of which will provide stimuli for discussion and other activities and not be an end unto themselves. The video tape is opened with a simulated situation. This is done through a series of animated sequences and provides an ideational introduction to the remainder of the video tape. The animation is followed by three specific case studies.

The rationale for using a case study approach to learning is to promote to the greatest degree possible an inquiry/discovery orientation to the class sessions which will result from the viewing of this video tape. The purpose of a case study is to show the particularistic instance of an idea. From the information gained in a single case study, a student can discuss and hypothesize about an idea, or a situation, without coming to any firm and fast conclusions about the rightness or wrongness of the actions of the people involved. To use three case studies is to allow for three particular instances whereby students can accumulate data (gather evidence) about an idea to compare and contrast, discuss cause and effect, delineate the boundaries of passion and reason, and, conceivably, to arrive at a much better idea of what the concept is all about.

PERSPECTIVES IN SOCIAL STUDIES

THE CITY: WHO NEEDS IT?

This program deals with a concept which is one of the great constants of human history--urbanization. This concept is related to a very deep instinct in human behavior--man's urgent desire to live and work with other creatures like himself. It is also related to other phenomena, such as man's desire to organize his existence, his desire to surround himself with convenience and pleasantness, his difficulty in getting along with his fellow man, and his puzzling tendency to destroy what he painfully builds.

The three cities selected represent but three case studies, and as with all case study approaches serve only as catalysts for discussion. They should not be considered "typical" of all urban centers, but the characteristics of urbanization can be well explored by using Venice, Tokyo, and New York.

Suggested Procedure (To encompass 1 to 3 days, depending on schedule, etc.)

a) Give class a very brief overview of the program they are about to see. Don't go into any detail on the theme or models. Be sure pupils can locate the three cities on a globe and a wall map of the world.

b) Introduce some key concepts and subconcepts, and have students suggest brief sets of characteristics of each:

social cohesion	industrialization
cultural development	immigration

self-expression
trade and commerce
tradition
decay
density
impaction
life style

c) Show the program in its entirety to the class and discuss. Or after one complete showing, if possible and convenient, repeat the introduction and animation up to the quote from Aristotle. After discussion of that segment, rerun the segment on Venice only, pausing for further discussion. Do the same for the segments on Tokyo and New York, and the conclusion on projections for the future. The teacher should keep in mind, as the discussion proceeds, the continuous need to clarify and expand the concepts related to urbanization.

Suggested Discussion Questions (modify vocabulary as needed):

(I) Introduction

- You have seen clips of cities, ancient and modern, in various parts of the world - Europe, Africa, Asia, America. Just on the basis of these "quickies," what similarities can you identify? Differences? In answering, try to compare and contrast old and new, "Western" and "Non-Western."

- Using your city or a city near you as an example, can you trace its earliest growth? Do the historical facts in the case of your example fit the animation on the tape?

- What is meant by the statement that cities give "style" to their regions? What is the "style" of your region?

How closely does it match the "style" of your city, or the city nearest you?

- The narration mentions an ancient quote from Aristotle: "Man who lives apart from the city is a barbarian." What do you think Aristotle meant? To what extent do you believe that this statement is true today?

(II) Venice

- The narrator mentions that Venice "ruled the seas" during the late Middle Ages. How can a city-state or a country "rule the seas"? Has any nation done so in recent history? Does anyone rule the seas now?

- The existence of a legend describing the precise date and time of the founding of a city seems strange. Are there any other such legends about other cities? Is there any basis in fact for such legends? What about your city or a city near you?

- After finding out who Robert Benchley was, do you think he was serious in sending home a cable saying, "Streets full of water - please advise."

- Saving Venice involves making several difficult decisions on the part of Venetian authorities, the Italian government, and perhaps the world community as represented by the United Nations. What are the decisions? What kinds of information are needed in order to make decisions sensibly? What are the possible alternatives regarding Venice's future? What about

priorities? Should we expend any effort, time, and resources on saving <u>past</u> culture? Or should we be concerned only with our own culture, right now?

"Is it worth it? Why should we (here in the United States) care what happens to Venice?"

(Precedents: Abu Simbel, Florence after the 1970 floods)

(III) <u>Tokyo</u>

- The narrator says that Japan hurried to industrialize, although she had once been isolated by her own choice. Find out why she was isolated and why she chose to industrialize suddenly and rapidly. How does the story of Japan's industrialization differ from that of European nations and the United States?

- What does the narrator mean when he speaks of Japan's having had a "traditional" culture?

- When the Japanese sociologist says "...gaijin is always gaijin," he is saying "...foreigners are always foreigners." What does this tell you about Japanese attitudes? Do such attitudes resemble those of people more familiar to you?

- Some people say that full employment is impossible in a free enterprise or capitalistic economic system. However, the narrator states that for almost every Japanese who wants a job, a lifetime job is available. Japan's economic

system resembles our own in many ways. Why can Japan come closer to full employment than we can?

- What do you think of the self-control room? What does this tell you about Japanese society and culture? Should there be something like this in our factories, offices, and homes? Would you like one in your schcol? Should there be one for teachers as well as for pupils? Is this self-control room a practical way of relieving the boredom of routine work?

- Is the use of garbage and fill to create additional usable land an unusual idea? (Possible comparison to Holland?)

- "High rise" housing is becoming more and more common in cities--for low income people, middle income people and high income people. High rise has been both praised and criticized. What are some of the advantages and disadvantages of high rise? Do you live in a high rise building? If not, would you like to? What are some of the alternatives (see conclusion)? What about the mix created by having low, middle and high income housing in the same area?

- What connection can you make between the bridge-and-building idea of Kenzo Tange and the design of Venice? Are there any other cities that have been built along similar ideas?

(IV) New York

- A very well-known statement about New York, first heard many years ago, is: "It's a nice place to visit, but I wouldn't want to live there." While it is true that many New Yorkers are moving out of that city, and new so-called "immigrants" have been arriving, millions of native New Yorkers apparently like it well enough to stay. (Of course, there may be millions who would like to move away, but are unable to.) Like electromagnetism, New York City attracts and repels. Some would not think of living anywhere else; others wouldn't even consider a visit. Why are feelings toward or about New York so strong?

- Is there a difference between New Yorkers' attitudes toward foreigners today and their attitudes in the late 19th century? How do these attitudes relate to the Japanese attitude toward the "gaijin"?

- In what way is the Puerto Rican newcomer in New York City like other immigrants, and in what way is he or she different?

- Think of several "kinds" of newcomers in several types of urban settings--small, large and degrees in between. How are such newcomers regarded? What of newcomers in a small town or village? In a middle-class suburb?

- Why is the young girl opposed to the Puerto Rican Day parade? Why does she believe that the parade does not represent reality? Why does she believe

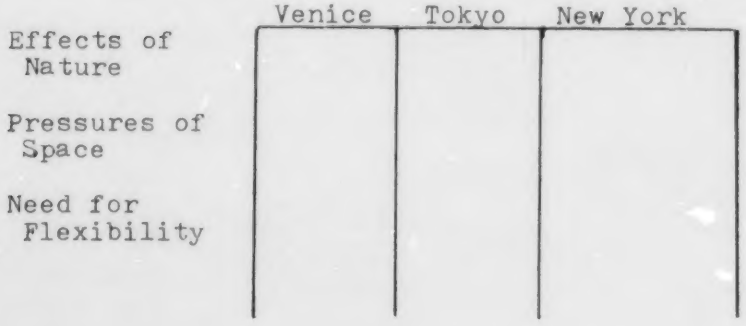
Puerto Ricans will never make it in New York? To what extent is "the city" (not necessarily New York City) responsible for this view, if it is a valid one?

(V) Conclusion

- Can we now identify the basic characteristics of urbanization?

- Can we conclude from looking at the three cities in this program that the cities are necessities in our lives? If so, can they be made "livable"? How? If not, what will the future hold for the world's cities?

- The three major urban concerns shown in this program are the effects of nature, the pressures of space, and the need for flexibility. Under each of these broad headings, a large number of subheadings have been shown and mentioned in the program. Each major concern applies to the other two cities as well as to the one it is specifically related to in the program. List as many subheadings as you can, as applied to each city.



- The program takes up briefly the creative ideas of Paolo Soleri. Do some research on Soleri in order to get a better view of his ideas on urbanization and urban living. Compare with the ideas of Buckminster Fuller, Constantine Doxiadis, Moshe Safdie, LeCorbusier, and other visionaries, past and present. Make scale models of wood, paper, or plastic of urban complexes as planned by these men, or as you think they should be according to your own ideas.

- Now that you should have achieved a much greater understanding of the real meaning of urbanization, make a chart showing as many characteristics of that concept as you can, related to the three case study cities, the city nearest you, and your ideal city of the future.

Urbanization

Characteristics:	Venice	Tokyo	New York	Your Nearest City	Your Ideal City
1.					
2.					
3.					
etc.					

Can you state some generalizations on urbanization, on the basis of the information in the above chart? As a result of what you have seen, studied, and discussed, what hypotheses can you suggest about how the cities of the future will look and function?

Suggested References for Teacher Use:

1. Doxiadis, Constantine A. "Urban Renewal and the Future of the American City." Chicago: Public Administration Service, 1966.

2. Fenton, Edwin and John M. Good. "The Humanities in Three Cities." New York: Holt, Rinehart & Winston, 1969. (This is a high school level resource volume.)

3. Glaab, Charles N. and A. Theodore Brown. "A History of Urban America." New York: Macmillan, 1967. (Also available in paperback.)

4. Green, Constance McLaughlin. "American Cities in the Growth of the Nation." London: Athlone Press, 1957. (Also available in paperback.)

5. Jacobs, Jane. "The Economy of Cities." New York: Random House, 1969. (Also available in paperback.)

6. LeCorbusier (Charles E. Jeannet-Gris). "The Radiant City." New York: Orion Press, 1967.

7. Mumford, Lewis. "The City in History: Its Origins, Its Transformations, and Its Prospects." New York: Harcourt Brace Jovanovich, 1961 (Also available in paperback.)

8. Rosen, Sidney. "Wizard of the Dome: R. Buckminster Fuller, Designer for the Future." Boston: Little, Brown, 1969.

THE RIGHT TO BE DIFFERENT

"...Values are constantly being related to the experiences that shape them and test them. They are not, for any one person, so much hard and fast verities as they are the results of hammering out a style of life in a certain set of surroundings. After a sufficient amount of hammering, certain patterns of evaluating and behaving tend to develop. Certain things are treated as right, or desirable, or worthy. These tend to become our values."

L. Raths, M. Harmin, S. Simon
"Values and Teaching," 1966

"Hammering out a style of life" is a theme emphasized in the video tape. By portraying the various life styles of certain American ethnic groups--the Detroit blacks, the Chicanos of the Southwest, the Navaho of New Mexico, the Iowans in Humboldt, Iowa, the Amish in and around Lancaster, Pennsylvania, and the young people in Central Park and in communes--it provides insight into the question of what "American culture" may be.

Each case study (a subculture) in the program--the blacks of Detroit, the Chicanos of the Southwest, the Navaho of New Mexico, the people of Humboldt, Iowa, the Amish, the young people in Central Park, "The Family" commune in New Mexico--is unique, and each expresses pride in that uniqueness in different ways. Each group adds to the rich diversity of the United States, whether in anger, in joy, or simply in contentment. Yet there are some who are, in one way or another, irritated by those who are "different."

Further, there are within most people (as within most groups) some conflicting urges; one seeks to proclaim to the world one's individuality, another seeks to identify with one group or another by cultivating the characteristics of that group, and another prompts us to build walls between "our" group and the "outside." Sometimes this can become foolish, as in Dr. Suess's wonderfully perceptive The Sneetches; sometimes it allows for peaceful coexistence, and sometimes it leads to brutal or tragic conflict, as in the cases of oppressed minorities everywhere. In short, one may identify extensions of the concept of subculture as culture clash or culture conflict. When a group believes strongly in its own "style," it may come into conflict with others,--sometimes those who represent the "majority culture."

Values Clarification Lesson

Suggested Procedure I: (To encompass 1 to 3 days, depending on schedule, etc.)

a) Give class a brief overview of the program they are about to see. Don't go into any detail on the theme or models, but briefly identify the models and the locales on a wall map or transparency map of the United States.

b) Introduce some key concepts and subconcepts and have students suggest some characteristics of each (if known):

heritage	pluralism
values	cultural pluralism
culture shock	commune
subculture	dignity
racism	exploitation
ethnicity	militance

particularism (ethnic, racial, religious, cultural)	"Anglo
materialism	youth counterculture
minorities	"the system"
melting pot	"straight" society
community (in its many senses)	generation gap

LIFE STYLE

c) Show the program in its entirety to the class and discuss. If convenient and possible, repeat any segment that needs clarification. In this program, however, the whole should be considered as greater than the sum of its parts. As the discussion proceeds, the teacher should keep in mind the continuous need to clarify and expand the concepts and subconcepts related to subculture and culture clash.

d) Discussion Direction: Toward developing an understanding of subculture

- Do all of these people represent "the American culture"?
  - Is there one American culture?
  - What is culture?
  - Is there a "melting pot" of different cultures in the United States, or, as some have suggested, a "salad bowl"?
  - Talk about polyculturalism or multiculturalism, or cultural pluralism: What is it? Can it coexist with the "melting pot" idea?

- What is a subculture?

  . (Talk about: sub: submarine
  subway
  subterranean
  subconscious
  subset (math)

e) Discussion Direction: Toward clarifying the relationship between the Oneida Community, a subculture example, and the larger community surrounding it.

- In what ways do you know, or suppose, that the Oneida community differed from "accepted practice" of the day?

	Column A Oneida practice	Column B Accepted practice in mid-19th century New York (The Age of Homespun)
1.		
2.		
3.		

. Why were the items in Column B an accepted practice?

- What made them acceptable?
- Who determined their acceptability? on what basis?
- Consider:
  eccentricity (use a simpler word if necessary)
  heresy
  ostracism
  isolation

- What reasons were, or could be, given for some of the Oneida practices? (practical? far out? religious? self-serving? whim?)

OR, have students review and list some of the principles and practices of the Oneida community.

- Have the class construct the chart below and have each member of the class indicate whether he or she agrees, disagrees, or is undecided. Students should be prepared to justify their position. (Teacher should help students clarify and explain statements of agreement, disagreement, or indecision without making any judgments of his/her own.)
- Students might be encouraged to investigate other 19th century utopian or religious groups who chose to remove themselves from the majority culture; e.g., Mormons; Rapp and Amana communities; Brook Farm; etc.

Principles and Practices of Oneida Community	Agree	Disagree	Can't Decide
1. Work, money and possessions			
a.			
b.			
c.			

Principles and Practices of Oneida Community	Agree	Disagree	Can't Decide
2. Marriage and family			
a.			
b.			
c.			
3. Communal concerns relations (school, etc.)			
a.			
b.			
c.			
4. Other			

f) Discussion Direction: Toward understanding the role of a subculture in any given society.

- How do each of the cases on the video tape represent a subculture? (The teacher may desire to discuss only one or two in detail, e.g., Amish:) (Keep referring to previous Oneida discussion.)

  - What beliefs do the Amish have that you might consider "odd"? What beliefs do they have that you consider reasonable?
  - In what way does their way of life differ from yours?
  - Do their beliefs and way of life make any difference in how you feel about them? If so, why? Why not?

- Could, or do these beliefs come into conflict or clash with the beliefs of others? Of yours? If so, how?
- What advantages do you see in having a wide variety of sub-cultures? Are there any dangers?

g) Return to (b) above, and see if students' ideas have changed in any way from their responses given at the beginning. Do they evidence a broadening of understanding of the concept? (Please do not hold them to the exact terms: the ideas and images are more important at this point.)

h) The narrator early in the program stated that when people who differ from the prevailing culture clash with that culture it may be said: "These other people are not like us. Who gave them the right to be different?" Who, or what did, or does?

National Council for the Social Studies, Forty-first Yearbook (1971). "Values Education: Rationale, Strategies and Procedures." Lawrence E. Metcalf, ed.

National Council for the Social Studies, Forty-second Yearbook (1972). "Teaching About Life In The City." Richard Wisniewski, ed. (esp. Ch. 5, Creative Teacher-Student Learning Experiences About the City).

Newmann, Fred M. and Donald W. Oliver. "Clarifying Public Controversy, An Approach To Teaching Social Studies." Boston: Little, Brown and Co., 1970.

Oliver, Donald W. and James P. Shaver. "Teaching Public Issues In The High School." Boston: Houghton Mifflin Co., 1966.

Raths, Louis E., Merrill Harmin and Sidney B. Simon. "Values and Teaching." Columbus, Ohio: Charles E. Merrill Publishing Co., 1966.

A SPECIAL KIND OF PRIDE

Nationalism, as the narrator makes clear in this tape, is a force which can both unite and destroy. The case studies included in this demonstrate this great dichotomy. Sometimes arising from the discontent and discomfort of a people, on other occasions from the seizure of power by a willful leader, nationalism manifests itself in various forms. Nationalism of the last century, primarily in the form of imperialism, has been overshadowed in this century with nationalistic feelings based upon racism, separatism, federalism--or by other systems desiring an autonomous existence for themselves.

Suggested Procedure (To encompass 1 to 3 days depending on schedule)

This program begins with some brief vignettes of present day nationalistic expressions--each to be later developed as a case study in national pride. In order to help students to immediately recognize and identify some of the basic issues in a nationalistic situation, an animation showing search for freedom in Peekam, an imaginary land, is used.

A. Discussion Direction: Establish some bases for nationalistic expression:

geographic division
language: customs and traditions
economic inequality
nonsharing cooperation
alien ruler
pride in country: patriotism
rising leadership
separatism

Suggested Discussion Questions: (adjust to level of student)

- What did you see in the portion about the Peekish and the Drumins?
- What kinds of people are these two groups? How are they similar? How are they different?
- Why did the Drumins come to Peekam? Why did the Peekish let them in?
- What caused the trouble between the groups according to the Peekish? according to the Drumins?
- What did each group want for itself? Why?
- What kind of person was Victor?
- How was he viewed by the Peekish? by the Drumins?

Clarify some of the subconcepts related to the concept of nationalism that have emerged from the discussion thus far; i.e., pride, tradition, unity, patriotism, nation, cultural unity, independence.

B. Case Study of Northern Ireland. Apply the same questions suggested above.

Discussion Direction: Encourage students to begin thinking about the larger issues in the first case study.

Suggested Discussion Questions: (adjust to level of student)

- What circumstances tend to bring groups of people together?
- What circumstances tend to drive them apart?

- Can very different kinds of people live together harmoniously in the same geographical area?
- Can the differences among some groups of people be so great that settlement is impossible?
- Do groups in conflict tend to exaggerate their differences?
- Are poor communications and misunderstandings factors in conflicts between groups?
- Is it possible for people to be nationalistic and openminded at the same time?
- What practical alternative courses of action are or were open to the opposing groups in order to resolve their differences without resorting to physical violence?

C. Repeat the process described in A and B for each of the other case studies, Bangladesh, and Black Nationalism.

D. Select one or more of the following examples of nationalistic conflict and analyze in the mode described in A and B. (Teacher should select a current or historical situation which is either.)

- North Vietnamese and South Vietnamese
- French-speaking Canadians and English-speaking Canadians
- Aboriginal Taiwanese and the Chinese living on Taiwan
- Israelis and Palestinian Arabs
- Strangers from the city moving into a small town in upstate New York
- Hostilities among various ethnic, national origin, or religious groups (other than blacks) within the United States
- Select a current issue, known or easily researched

E. Using the chalkboard chart or the overhead projector and duplicated copies for each student, fill in the following data model (or a similar matrix of your own design).

	Situation	Factors of Unity	Factors of Disunity	Actual or Possible Moves Toward Solutions
(Model) Peekam				
Northern Ireland				
Bangladesh				
Black Nationalism				
(Additional Model)				

Discussion Direction: Getting students to realize and recognize through examination of alternatives that a simple solution to a problem (such as war) is not always possible. Get students to persist in their pursuit of weighing alternatives to crisis or noncrisis situations. Relate this to personal problems.

F. At the end of the last century it was suggested that the ancient Greek olympics be revived. All nations would be invited to participate in free and friendly (although competitive) games of sport. There would be no bitterness, no anger, no hatred; sportsmanship in the best tradition would rule.

- In such games how can an athlete "separate" himself from the country he represents? Should he?
- How could such incidents as the U.S.-U.S.S.R. basketball game cause greater feelings of distrust or even hatred among and/or between nations?
- How might these games be taken out of the arena of politics?
- Discuss other incidents:
  - kidnapping and death of Israelis by Palestinian guerrillas
  - diving competition scoring
  - the firing of boxing judges
  - etc.

G. Possible culminating discussion questions:

- How can individuals judge for themselves just how strong their nationalistic feelings should be?
- How can individuals judge the dividing line between healthy nationalism and unhealthy nationalism or chauvinism?

ON THE MOVE

In a lifetime, the average American moves about fourteen times; approximately one-fifth of the population, some 40 million people, change, residency each year. The program ON THE MOVE, built around the concept of mobility, presents several case studies that lend themselves to assessing and evaluating the possible implications of such movement upon people. Going beyond the physical ramifications, the program further deals with the movement of people not only from place to place, but from one social and economic setting to another. Here the program offers a unique chance for students to attempt to discern the repercussions of various types of movement upon actual individuals.

Suggested Procedure

a) Introduce the class to the title of the program.

Suggested Discussion Questions:

- Does the title give any clue as to what the program will deal with?
- Can the class provide any examples of people they know who have been "on the move"? What effects did it have upon them, if any?
- How is a new person in the neighborhood treated? Why?

b) Present the students with several bromides and phrases similar to the following, directing discussion toward the types of movement stated or implied

in each, and emphasize the interrelationship of physical, social and economic factors.

"Looking for elbow room"
"Going from rags to riches"
"Go to the head of the class"
"Looking for greener pastures"
"Trying to get away from it all"
"You've come a long way, baby"
"Getting back to nature"

Suggested Discussion Questions:

- Could these statements be labeled under headings such as physical, social, economic, or others?
- Do any of these statements lend themselves to more than one category?
- Could any of these statements be applied to any particular persons or groups of people?

The teacher may wish to have students re-evaluate the title in the light of any new findings derived from the discussion of these statements.

c) Show the program to the students in its entirety, reminding the students to attempt to differentiate the types of movement depicted in each individual case.

d) Have the class construct the chart below and fill in the appropriate data. When they have completed their chart, reproduce a master chart of their grouped findings on the chalkboard. (Rerun the videotape if the students' evidence is insufficient, and allow them to complete the chart while viewing.)

	PHYSICAL MOVEMENT	SOCIAL MOVEMENT	ECONOMIC MOVEMENT
ANDREW CARNEGIE			
BASEMORE FAMILY			
CASEY FAMILY			
ALASKAN OILERS			
MOROCCAN JEWS			
GREENBLATT FAMILY			

Suggested Discussion Questions:

- Are there any similarities among the types of movements listed on the chart? Does the physical movement ever affect the social? the economic? Do social and economic movements ever seem to affect each other?
- How does the Carnegie case study exemplify movement in all these areas? Are the overall movements greatest in this study?

- Were the movements viewed always as "forward" ones? In the Casey study, who benefited by movement and who suffered?
- Were the effects of movement significant in each instance? Are they always so?

e) Discuss with the students the reasons behind the movements that were charted for the program. (A possible initiation for such a discussion might be the playing or recitation of the hit song, "Do you Know the Way to San Jose", by Burt Bacharach, noting the central figure's interest in moving.)

Suggested Discussion Questions:

- What were the reasons for moving on the part of the Basemores? the Moroccan Jews? the Greenblatts? the Alaskan oilers? the Caseys?
- How might these reasons be examples of a "search for identity"? Is there a difference between the search of the Moroccan Jews and that of the Greenblatts? How are they similar? How is the Caseys' search different from the others?
- Did the Basemores' experience a lack of "community togetherness" upon moving to their new locale? Are the Greenblatts and the Moroccans part of the community of Israel? Will the new community life of the Basemores and the Greenblatts be stronger than that which the Caseys will face? Is

there any community attitude among the oilers?

f) On the chalkboard present the following diagram. (If possible, the teacher might wish to introduce this by having the students read Langston Hughes' poem "Mother to Son," in which he equates life to "no crystal stair.")

Suggested Discussion Questions:

- Why are the extreme ends of the stair labeled as they are?
- Where on the stair would you locate the Basemores' life in Arkansas? in the Chicago ghetto? Where might they move from here?
- How has the history of black people affected the movements in the Basemores' life?

(The teacher can apply this technique to the other studies using appropriate labels for the extremes of the diagram. The Greenblatt study, in particular, lends itself to such an approach. This could further be expanded by returning to the bromides and "stairing" any groups or persons cited by the students. Areas for expansion here might be the labor movement

or the women's liberation movement, as well as others, depending on the students' interests.)

A MATTER OF CHOICE

"Be sure you're right and then go ahead" is an aphorism that was attributed to Davy Crockett in a movie produced by the Walt Disney studios several years ago. This homily was apparently stated to sum up the essence of the legendary hero's career. Unfortunately, the statement didn't inform the legion of young viewers as to how they were to "be sure" they were right. James Simon Kunen, in The Strawberry Statement, cited this adage to question whether Mr. Disney ever realized the impact such a self-righteous assertion might have had upon creating the radical movements of the 1960's. Most people would agree that this is certainly an overstatement of the possible effect of a single slogan upon such a diversified movement, but it does point out the need for students to consider the factors that go into moral decision making. The question of how we achieve this state of being sure of our moral choices has a great effect upon the course of our lives, and often upon the course of history. This guide attempts to present possible strategies for teachers to use in approaching this question through the program, A MATTER OF CHOICE. In line with the central theme of choice, it must be noted that the choice of how to implement the suggestions in this guide is up to the individual teacher, and that the guide offers one possible method of using the program.

I Suggested Procedure

1. Present the students with the pairs of statements listed below, and direct them to select from each pair the statement with which they agree. Stress the fact that a statement must be chosen for each pair, regardless of any dissatisfaction with the statements.

   It's wrong for your parents to tell you what to do.
   It's right that your parents tell you what to do.

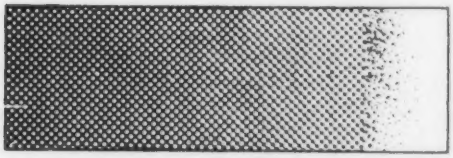
   It's wrong to disobey the law at any time.
   It's right to disobey laws you don't agree with.

   It's wrong for the government to give money to people who aren't working.
   It's right for the government to give money to people who aren't working.

   It's wrong to lock people in jails for breaking the law.
   It's right to lock law breakers in jails.

   It's wrong to kill another person at any time.
   It's all right to kill other persons sometimes, such as in war.

2. Use the following diagram on the chalkboard or overhead projector. Discuss with the students the choices that they made in the statement pairs above in relationship to the diagram (try to help students see graphically the clear-cut vs. the complex nature of choices). Have students indicate where they believe the statement should be placed on the spectrum.

WRONG  RIGHT

Suggested Discussion Questions:

- Did the choices seem to be easy, clear-cut ones, or were they difficult to decide?
- What could be done to rewrite the statements to make one right and one wrong?
- Would you be willing to relabel the ends of the diagram GOOD and EVIL? Why, or why not?
- How does the saying "choosing the lesser of two evils" apply to the statement pairs?
- What does this tell you about decision making? (Involve the idea of compromises, etc.)

3. Introduce the title of the program to the students, explaining that in the program they will see people facing and weighing decisions in which the choices may be similar to those that they have just worked on. Show the program in its entirety.

4. Reproduce the following chart for each student. Allow them to review the program in order to obtain information to complete the chart. It may be best for them to work in pairs. Stress to the students that they may include information that was not cited in the program.

	Case Study	What was the situation? (dilemma)	What are the possible alternatives?	Choice made in case study (may also be left blank for student to complete)	Reasons for	Reasons against
I	Martin Luther King			-to lead people to non-violently disobey segregation laws		
II	Randy Schulman			-to refuse to be drafted into the army		
III	Mr. Caldwell Mrs. Ross			-to accept welfare aid		
IV	California Youth Authority			-to set up group houses and not jails for some law breakers		
V	George Weber			-to leave the priesthood of the Catholic Church		

(The teacher may want to tabulate and summarize the reasons of all the students on a master chart, on the chalkboard, or overhead before proceeding to a discussion of the class findings; or merely have the students use the charts in a general discussion, during which time a "master chart" could be developed on the chalkboard.)

5. Use the chart as a reference point for a discussion on the relative nature of the rightness, or wrongness (or degrees of either) of any of the decisions that were seen in the program.

   Suggested Discussion Questions:

   - Which people seemed to have the easiest decision to make? Which people had the most difficult? Why?
   - Where would Mr. Caldwell and Mrs. Ross place themselves on the diagram?
   - Were there people in the program who disagreed with any of these choices? Did you disagree with any? What does this tell you about moral decision making? Have students develop a generalization.

6. Have students return to their original statements in the first part of this section, and ask them if they need to reconsider their positions. If so, why? OR Assign students to debating teams (a student need not agree with the position he must argue) to discuss their rewritten statements from the first part of this section in relation to the cases viewed in the program.

   OR

   Have the students debate any of the following statements from the program.

   "...an unjust law is no law at all."
   "If a man hasn't found something he will die for, he isn't fit to live."

"Patriotism means to serve one's country..."
"Prisons make more criminals than they rehabilitate."

II Possible Points of Curriculum Contact

The case studies in the program lend themselves to expansion into numerous historical cases in which similar moral choices have been faced. This section will offer particular possibilities for the individual teacher to consider. The decision to pursue any of these suggestions and the means of implementing them are left to the teacher.

Each of the suggestions below is based upon the principle that questions of moral choice are not unique to any single time or place but rather are consistent factors of life at any point in history. (The Roman numerals refer to the cases cited in the previous chart.)

I: The evolution of Mahatma Gandhi's principle of nonviolent civil disobedience as a dominating force in Indian life.

II: The existence of anti-war movements in several American wars as directly related to the moral question of the purpose of these wars (most notably the Mexican and Spanish-American Wars).

III: The study of the development of social legislation in the Great Depression as a readjustment of the American "work ethic."

IV: The early difficulties faced in the movement for prison reforms as exemplified by the life work of Dorothy Dix.

V. An inquiry into the extent to which the early Protestants were rebelling against the moral, traditional, and/or political authority of the Roman Catholic Church.

The points of curriculum contact, of course, are infinite in terms of application to any situation in which the making of moral choices is an issue; e.g., President Truman's decision to use the atomic bomb.

WHAT YOU BELIEVE

The term "ideology" often bears a negative connotation, due to its most frequent application to describe beliefs foreign to us. It is very difficult to visualize the ideological bonds that weld our diffuse democracy together. This is probably because the binding ties vary from person to person, but are invariably present in some common belief. Andre Gide once wrote that "Each human being who has only himself for aim suffers a horrible void." Students today rarely have the opportunity to experience this void, as they are deluged with beliefs by friends, parents, teachers, and the mass media.

Rather than experiencing the lack of aim, students are faced with numerous and conflicting possibilities. This guide attempts to introduce students to the existence of ideologies and to outline some of their basic characteristics.

> "We grant no dukedoms to the few,
> We hold like rights and shall;
> Equal on Sunday in the pew,
> On Monday in the mall.
> For what avail the plough or sail,
> Or land, or life, if freedom fail?"
> Emerson, "Boston" (184)

> "Equal and exact justice to all men,... freedom of religion, freedom of the press, freedom of person under the protection of the habeas corpus; and trial by juries impartially selected,--these principles from the bright constellation which has gone before us."
> Thomas Jefferson, "First Inaugural Address" (1801)

"I believe in the United States of America as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign states; a perfect union, one and inseparable; established upon those principles of freedom, equality, justice and humanity for which American patriots sacrificed their lives and fortunes. I therefore believe it is my duty to my country to love it, to support its constitution, to obey its laws, to respect its flag, and to defend it against all enemies."

William Tyler Page, "The American's Creed." Accepted by House of Representatives, on behalf of the American people, 3 April 1918.

"Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums,
A flash of color beneath the sky:
Hats off!
The flag is passing by!

"Blue and crimson and white it shines,
Over the steel-tipped, ordered lines.
Hats off!
The colors before us fly;
But more than the flag is passing by.

"Sea-fights and land-fights, grim and great,
Fought to make and to save the State:
Weary marches and sinking ships;
Cheers of victory on dying lips;

"Days of plenty and years of peace;
March of a strong land's swift increase;
Equal justice, right and law,
Stately honor and reverend awe;

"Sign of a nation, great and strong
To ward her people from foreign wrong:
Pride and glory and honor,--all
Live in the colors to stand or fall.

"Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums;
And loyal hearts are beating high:
Hats off!
The flag is passing by!

Henry Holcomb Bennett, "The Flag Goes By"

There is nothing mysterious about the foundations of a healthy and strong democracy. The basic things expected by our people of their political and economic systems are simple.

They are:

Equality of opportunity for youth and for others.
Jobs for those who can work.
Security for those who need it.
The ending of special privilege for the few.
The preservation of civil liberties for all.
The enjoyment of the fruits of scientific progress in a wider and constantly rising standard of living.

These are the simple and basic things that must never be lost sight of in the turmoil and unbelievable complexity of our modern world. The inner and abiding strength of our economic and political systems is

dependent upon the degree to which they fulfill these expectations....
Franklin D. Roosevelt's "Four Freedoms" Speech (1941)

Suggested Procedure:

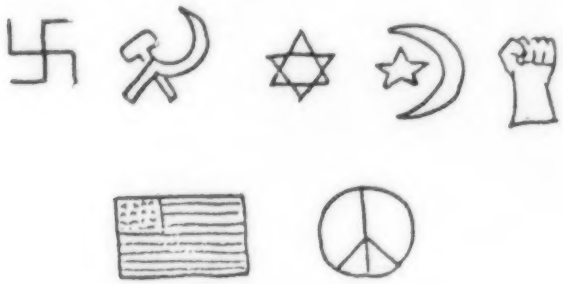
a) Examine the items on the first page. Discuss them generally with class to discover any common threads or beliefs which appear in all of them. Avoid the strictly patriotic aspects and have students concentrate on the basic political, economic, and social (including religious) beliefs that are contained in the selection of materials; e.g., the Emerson stanza has at its base: equality for all. While the H. Holcomb Bennett poem is intensely patriotic, what are the basic beliefs that Mr. Bennett holds as revealed by his verse?

Organize the student's responses into the categories on the chart following. Using the data on the chart as a basis for discussion, pursue the following:

- From what source(s) do these men get their beliefs?
- Do all Americans hold these same beliefs? As strongly?
- Might others honestly and sincerely hold other beliefs?
- What circumstances might occur to cause us to alter (change) these beliefs?
- With which beliefs do you agree or disagree most strongly? Are there any that you would add? change?
- Do age and circumstance have an effect on what we believe?

POLITICAL	ECONOMIC	SOCIAL	RELIGIOUS

b) On the overhead or chalkboard, reproduce the symbols below and discuss with the students the function of symbols as a visible unifying factor for members of an ideological group.



Suggested Discussion Questions:

- What is your immediate reaction to these symbols? Would everyone respond to them similarly?
- Where might such symbols be displayed? Does this tell you anything about the purpose of such symbols?

- Do you know of any other such symbols that represent an ideology?

c) Show the program in its entirety to the class and have them compare their charted list of beliefs to those to be seen in the videotape. Repeat the introduction and animation up to the completion of the case study on nazism. After outlining this segment, rerun the section of the tape dealing with Chilean Marxism and delineate the elements of this particular ideology. Do the same for the remaining three segments of the program. The teacher should treat each case as an attempt to define the basic tenets in the ideology presented. Discuss with the students their observations after each segment has been reviewed. Have them compare each ideology with their own list of beliefs.

Suggested Discussion Questions:

1) Nazism

- Why were many Germans looking for a strong leader?
- Why was it possible for Hitler to convince many Germans that some people were inferior?
- What types of legends might the Nazis have created to back up their ideology? What types of legends do we have?
- Could nazism have existed for 1,000 years if Hitler had not lead Germany into a losing war?
- Are any of your beliefs similar to those seen?

2) Chilean Marxism

- What did the slogan "NIXON" tell you about what some Chileans think about the United States?
- Why would Chileans try to nationalize an American copper plant? Why did they have difficulty in running the plant?
- Why did the Chilean government take over the large farms of the country? Will they be able to take over all the farm land of Chile?
- Has our government taken over any businesses? Could it be possible for the U.S. government to take over all businesses in this country?

3) South African Apartheid

- Why do the Afrikaners want to keep all racial groups separate? Will they succeed in this policy?
- What types of ideological beliefs might blacks develop in South Africa?

4) Palestine

- Recalling the case study of nazism, how might the past history of the Jews have affected their beliefs?
- How has the Arabs' history affected their beliefs?

5) America

- Why do so many different ideolcgies seem to be present in America?
- As shown by Mayor Evers, people don't always act according to their stated beliefs. Why is this so?
- Have you seen other ideologies in America?
  (The teacher might want the students to view the current TV program "All in the Family" as a clear-cut example of conflicts in ideology.)

e) For each of the cases shown the students could debate various ideological statements assuming the roles of the antagonists shown in the tape. The suggested pairs and statements below can be altered to fit the interests of the students.

1) Nazi vs. Jew - Some races are inferior to others.

2) Marxist vs. small farmer - The government should control all farmland.

3) Afrikaner vs. Black - South Africa belongs to the Afrikaners who cleared the land.

4) Palestinian vs. Israeli - Israel is the land of the Jews promised in the Bible.

5) Sensenbrenner vs. Evers - America is "the kind of nation God wants it to be."

f) Discuss with the students the general characteristics of ideological belief that were viewed in all of the case studies.

Suggested Discussion Questions:

- Why did all of the cases seen involve the presence, or possibility, of violence?
- Are ideological beliefs constant, or do they change? What factors might cause change?
- Do people do things because of ideologies, or are ideologies made so that people can explain why they do things?

ALL ABOUT PRIVACY

The program ALL ABOUT PRIVACY is an introduction for students to the many different ways in which the idea of privacy can be explored. The program attempts to aid students in ascertaining the reasonableness of several cases in which search and seizure have been questioned, involving the constitutional right of "people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures." Further, the program tries to go beyond the more obvious question of the invasion of rights of privacy to look at the effects of both population and geography upon people's perspective of privacy. Finally, the program introduces the concurrent nature of responsibilities to rights, as it looks at the role of private enterprise in the fight against one of its own creations--pollution. This guide will attempt to aid the classroom teacher in dealing with all of these different aspects of privacy. It should be stressed that it is the individual teacher's role to decide how to best implement the material presented in both the program and the guide.

Suggested Procedure:

a) Have the students paint and decorate large appliance boxes for use as "individual activity cubicles" where they may keep their books and do independent assignments and projects (several students can share a single cubicle to limit the classroom space used). When these have been completed and their use has begun, have selected students rearrange individual possessions and decorations in each cubicle. Annoying behavior should also be used to distract individuals while they are using the

cubicles. Use any arising complaints to initiate a discussion on the private nature of the cubicles. (If time and space do not allow for such a project, student lockers, desks or folders could be used in a similar manner to bring up the subject.)

Suggested Discussion Questions:

- Did you like the idea of having an individual place to work in?
- What conditions led you to look upon the boxes as your own place in the room?
- Why did the actions of the students annoy you? What might you have done to keep such actions from recurring?
- Would you resent it if I allowed them to continue such practices?

b) Take leave of the classroom for extended periods of time during a particular school day. By means of a hidden tape recorder, or through the school P.A. system, monitor the classroom conversation that occurs (this could be used in conjunction with procedure a., by allowing pairs to work together in a cubicle and having the cubicles monitored). Prior to the showing of the videotape, replay or quote from the conversation overheard to initiate a discussion on the possible effects of such eavesdropping upon their privacy.

Suggested Discussion Questions:

- Why might you have said something while I was out of the room that you would not have said if I were here?
- Was it wrong for me to listen in on this conversation? Would you mind if I could always do so?
- What reasons might make people want to overhear what others say and do? Who should decide when this could be done to a person?

OR

c) If time does not allow suggestions (a) or (b), inform the class that you have found a diary in the hall that belongs to a member of the class. Insinuate that this diary has some comments in it that might offend some members of the class who are mentioned in it. Use the bogus diary to discuss the private nature of such a book and its relation to one's right to privacy.

Suggested Discussion Questions:

- Should the diary be read to the class? To the individuals mentioned?
- Should I have read it?
- Should the person have been allowed to write these comments?
- How interested should one person be in another person's affairs?

d) Have the students read "Harriet the Spy" by Louise Fitzhugh (if time does not allow, chapter 6 is the most applicable to the discussion), and

discuss with the students Harriet's role in the book in relation to the questions discussed in procedure (c).

e) Inform the students that they are going to see in the videotape examples of various ways in which people have had their privacy affected in today's world. Show the videotape in its entirety.

Note: The following three sections of the guide will organize particular case studies in the program into separate aspects on the question of privacy. The students should review only the sections of the videotape that apply to each particular section, as each area has a different perspective on privacy.

f) Have the students fill in reproductions of the following chart, and discuss with them how individual privacy often conflicts with the ideas and interests of others. (The teacher may want to include the recent Watergate and Ellsberg incidents on the chart for further student discussion.)

CASE STUDY	HOW WAS PRIVACY INVADED	PURPOSE
1984		
CREDIT BUREAU		
FBI		
USSR		

Suggested Discussion Questions:

- Can you find a similarity in each case to the extreme example of 1984? What difference do you see in these comparisons?
- Did any of the reasons for the invasion of privacy viewed seem justified? Can you think of other examples in which such action could be justified?
- Who should determine whether such actions might be justified? What if he is wrong?

g) Reproduce the following chart, and have the students designate the desirability of each life style seen by using the numerals 1 through 5, with 1 being the most desirable and 5 the least desirable. They should indicate as many reasons as possible for these choices.

CASE STUDY	PREFERENCE RATING	REASONS
TOKYO		
STEVENAGE		
ISLAND		
JACKSON'S HOLE		
USSR		

Suggested Discussion Questions:

- Was the availability of privacy always the first reason for choosing the life styles you preferred? Was it first for those you disliked?
- Why do people live in the places you liked least? Do they feel they have privacy?
- What did the narrator mean when he said "there's no real privacy... but you can feel alone in a crowd"? Who might feel like this? What type of alone feeling might people in the other studies get?
- How might an individual in each of the cases describe the privacy of your life?

h) More than the other sections of the videotape, does this "Mississippi section" allow for a "truly" inquiry approach? Can the students identify what "the problem" is concerning privacy in this example, without any initial assistance from the teacher? For example, could the class be divided into small groups and each asked to come up with possible relationships related to the issues of privacy?

If this is not possible, after viewing the section of the videotape on pollution in the Mississippi, discuss with the students to what extent the freedom of private enterprise should be limited in the interest of public health. (Suggested reading for this particular topic: "The Closing Circle" by Barry Commoner.)

Suggested Discussion Questions:

- Should business have "the right to be let alone" if they are polluting?
- Who is responsible for cleaning up a particular pollutant? Who should see that it is done?
- What kinds of "eavesdropping" should be done to see who pollutes?
- Who is to pay for the supervision and cleaning up that pollution has made necessary?
- Why is the question of pollution more than a "private" one?

AMERICAN
BROADCASTING
COMPANY

NEW YORK STATE
EDUCATION
DEPARTMENT

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Mass Communications
Albany, New York 12224